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ABSTRACT

Developed by the Oregon Elementary English Project, these two sections are part of a unit on words. The first section (12 lessons) is designed to develop an understanding of and some skill in using the dictionary. The main concept developed in the 11 lessons of the second section is that words come into the language in a variety of ways (borrowing, inventing, and by various processes that reuse the words and parts of words that are already in the language). Each lesson is accompanied by a statement of its purpose, content, background, possible procedures, and suggested student activities. (See related documents CS 200 482-493, and CS 200 495-499.) (HS)

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Words: Dictionary
Lesson 1
Teacher

Language V

THE DICTIONARY: A WORD BANK OF OUR LANGUAGE

CONTENT: This lesson contains:

1. Introductory remarks to the students about the dictionary.
2. Activity listing features of the dictionary.
3. Exercise to point up limitations of individual vocabularies.
4. Exercise to point up special vocabularies.

PURPOSE: To reinforce the following ideas concerning the dictionary:

1. Personal word banks do not have all the words that are needed to express ideas, things, and actions.
2. The dictionary is a useful tool that will help us find needed words to talk about things, actions, and ideas.
3. Practice and training will be needed in order for us to use the dictionary.
4. The dictionary helps us increase our own personal word bank.
5. The dictionary is a word bank made up of all the words of our language.

POSSIBLE PROCEDURES:

1. Discuss the question, "What is a dictionary?" After the students have explored the question, tell them that the next several lessons will perhaps give them more information about what a dictionary is. Let the students read the introductory remarks, "The Dictionary, A Word Bank of Our Language." Following the reading, have them discuss all the things that they already know about the dictionary while you list the items which might later be placed on a chart. They will probably bring up ideas like meanings, spellings, alphabetical order, etc. This list will furnish common background for the lessons that follow.
2. Exercise two points up the fact that vocabularies of people are different. The dictionary can help students find common meanings so that understanding between people becomes possible.
3. Help the students to look up the five words in the practice activity. You may need to supply them with the kinds of people--such as musicians, sailors, mathematicians, and lawmakers. Ask them to

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think of other special words that would be used by certain persons. Emphasize the concept that no one knows all the words that are needed to understand all the things that are important to all people.

4. The last two questions are meant to help children generalize that the dictionary is a record of the built-in word knowledge of all the speakers of a language.

THE DICTIONARY: A WORD BANK OF OUR LANGUAGE

Practically all human beings know enough words to get along from day to day. Yet probably no one knows all the words that are needed to understand all the things that are important to all the people.

You will find out that there are many words that you do not understand. When you do not understand the meaning of a word, there is a book that will help you. We call this book a dictionary (which actually means "to point out in words").

A dictionary will answer many of your questions about words which you may wish to add to your own word bank. A good dictionary not only gives the meaning of words, but it also helps you to say the words, spell the words, and use the words. Once you have learned to use this valuable tool, you will quickly increase your own personal vocabulary.

In order to use any valuable tool, an expert workman must have practice and training in the use of that tool. The next few lessons have been planned to give you just that practice and training --to help you become an expert dictionary user. So keep your dictionary handy and ready to use.

1. List as many things as you can that you already know about the dictionary.

2. You need words in order to talk about things, actions and ideas. At times your word bank may be too limited to understand another person's vocabulary. If occasions like this do arise, the dictionary will be a useful tool. Here is an exercise that contains words which may not be in your vocabulary. If the words are not familiar to you, look them up in the dictionary and then on a separate piece of paper match each of them to a word that you probably do know.

<u>Words You May Not Know</u>

gambol	gudgeon
gannet	haft
gavial	handsel
gimlet	hanker
groat	haricot

Words You Probably Know

bean	coin
handle	gift
wish	tool
fish	bird
jump	crocodile

How many other words do you think you might find in the dictionary that would not be in your word bank? Did the dictionary furnish the needed data for exercise two?

3. Would a scientist use many words that an architect might not use? Would a farmer use many words that a city-dweller might not understand? Would a sailor use terms that a miner might not know? The dictionary helps us to know about certain words that are used by people in many walks of life.

What kind of person would be most likely to use the following words? Consult your dictionary. Write your answers on a separate sheet of paper.

Example: The word botany would be used by botanists.

1. The word euphonium would be used by _____.
2. The word mizzenmast would be used by _____.
3. The word astronaut would be used by _____.
4. The word geometry would be used by_____.
5. The word legislate would be used by _____.

Think of other words used by special classes of people? Try them on your classmates. Can they guess (or use a dictionary to find out) the special class of people that would use your words?

4. Why do you think it is important to have a word bank (dictionary) of our language? How many individual word banks (vocabularies) do you think would be included in the dictionary?

Words: Dictionary
Lesson 2
Teacher

Language V

HOW YOUR OWN WORD BANK IS LIKE THE DICTIONARY

CONTENT:

1. Six exercises for a student to do with a word from his own vocabulary.

2. An exercise which asks the student to match the first five exercises with important dictionary terms (number 6).

3. Questions about how the dictionary might be helpful.

4. Questions that might lead students to make generalizations about how his word bank is like a dictionary.

PURPOSE: To make students aware of the following ideas:

1. A person's own collection of words is much like the dictionary (the collection of all the words of our language).

2. Certain terms are used in the study of a dictionary.

POSSIBLE PROCEDURES:

1. You might go through the process (1 - 5) with the students, using several words until the students are fairly sure of what they are going to try on their own.

2. Help the students make the relationships a through e. This exercise is not to teach the definition of the terms, but to let the students see relationships and feel intuitively the meanings of the terms.

3. After students make estimates, you may want to share some information about children's vocabularies with them. Vocabulary estimates vary. One early study about 6-year-olds said they knew about 6,000 words and learned 1,000 more a year during primary grades and 2,000 a year during intermediate grades.

4. Some of the ideas that may be brought out in question 9 are:

My Word Bank	The Dictionary
In my head	In a book
Words I use most	Words everybody uses
Fewer words	Many more words
One or two meanings	Many meanings
Etc.	Etc.

Words: Dictionary
Lesson 2
Student

Language V

HOW YOUR OWN WORD BANK IS LIKE THE DICTIONARY

Your own personal word bank is like the dictionary in many ways.

Try the following activities to see if you can see the relationships.

1. Write a word that comes from your own personal vocabulary.

2. Say the word to yourself.

3. Tell the meaning or meanings of the word.

4. Use the word in a sentence.

5. Think of another word that means about the same as the word you used.

6. Here are some important dictionary terms. Match the terms with exercises 1 through 5.

   a. Entry is related to number _____.

   b. Definition is related to number _____.

   c. Synonym is related to number _____.

   d. Pronunciation is related to number _____.

   e. Illustration is related to number _____.

7. If you need help with the meaning of the dictionary terms, what book might help you? How would it help?

8. How many words do you think you have in your personal word bank?

9. What important differences are there between your word bank and your school dictionary?

Words: Dictionary
Lesson 3
Teacher

Language V

HOW TO USE THE DICTIONARY

CONTENT: This lesson contains activities to be used with a dictionary. It points up that a dictionary is arranged in alphabetical order, makes use of guide words, and provides practice in applying the guide-word concept.

PURPOSE: To give review exercises in using the dictionary by stressing:

1. concept of order
2. concept of guide-words

POSSIBLE PROCEDURES:

1. Answers of students to the first exercise will vary, but certain ideas should be brought out:

   a. Both the dictionary and the phone directory are in alphabetical order.

   b. Both have guide words.

   c. Both give valuable information.

   d. Both have special sections.

   e. Telephone books have advertisements and dictionaries do not.

   f. Telephone books give names of people, their addresses, and their phone numbers.

   g. Dictionaries give words, their spellings, pronunciations, and meanings.

In exercises 2, 3, and 4 some students will readily discover that the guide-words are the first and last entry on each page, but others will need to be led to the generalization. The practice given in 4 will help you evaluate students' understanding of the idea.

5. Students may need help to get started on exercise 5. Their dictionaries could be useful. After they are aware of the pattern, you might want to construct various other exercises to help evaluate alphabetical skills.

Words: Dictionary
Lesson 3
Student

Language V

HOW TO USE THE DICTIONARY

Perhaps you already know how to use the dictionary. If you do, the following exercises will give you more practice which will help you be a better dictionary user.

1. Examine any dictionary. How is it like your telephone directory? How is it different?

2. How many words appear in bold-face type at the top of each page? What name has been given to these words? Examine several pages of a dictionary to see if you can determine how the words at the top of each page were selected.

3. Explain how guide-words would be helpful.

4. Select five words from your mental dictionary. Find them in your school dictionary. Make a chart like this on a separate sheet of paper:

My Words	Dictionary Page Number	Guide-Words on Page
a.		
b.		
c.		
d.		
e.		

5. What other words might appear on a page if these were the guide-words?

dad	dog
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Words: Dictionary
Lesson 4
Teacher

Language V

HOW TO USE THE DICTIONARY (ALPHABETIZING)

CONTENT: This lesson contains activities which require students to:

1. Recall situations where alphabetical order has been helpful.
2. Use first letter order of words, second letter order of words, and third and fourth letter order of words so as to locate words alphabetically.
3. Divide the alphabet into three parts so as to be able to determine the first third, the middle third, and the last third of the dictionary.

PURPOSE: To review and give practice in the alphabetizing skills.

POSSIBLE PROCEDURES:

1. Allow discussion time for situations using alphabetical order.
2. The key to exercise 2 is: bag, beg, big, bog, bug
   attack, attend, attic, attract
   stage, state, steal, stiff, stitch, string
3. Answers will vary but a class generalization could be made from student contributions. It should include the following information:

   a. Use the first letter of the words to alphabetize two or more words that begin with different letters.

   b. Use the second letter of the words if two or more words begin with the same letter.

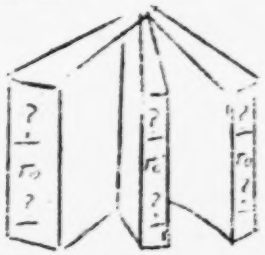
   c. Use the third letter of the words if two or more words begin with the same two letters.

   d. Etc. (A pattern should have emerged by now.)

4. The key to exercise 4 is:

   after, ant, boy, egg, first, girl, goat, (first third)
   latter, middle, out, (second third)
   rich, stage, story, teacher, wind, (last third)

5-6. A transparency for the overhead could be made showing the divisions of the dictionary into thirds.



A to G

H to P

Q to Z

Students could create word games to try out on the class using the divisions, such as:

1. Assign the proper third (1st, middle, last) to the week's spelling words.
2. Alphabetize the subjects you have in class.
3. Make a class directory that is in alphabetical order.

HOW TO USE THE DICTIONARY (ALPHABETIZING)

This lesson is planned to help you use the dictionary better by reviewing your alphabetizing skills. So have your dictionary on your desk and ready to use.

1. People have found that alphabetical order is very helpful. Tell about some situation where alphabetical order has helped you locate something you needed to find.

2. Alphabetical order can get complicated. Here is a game to test your skills:

   a. Copy these words in alphabetical order:

      big, bag, beg, bug, bog

   b. Test your order. Cross out the "b's". Check the order of the second letter in each word. Have you made an error? If so, correct it.

   c. Copy these words on another piece of paper in alphabetical order:

      attic, attack, attend, attract

   d. How could you test your order?

   e. Copy these words in alphabetical order:

      steal, stage, state, stiff, string, stitch

   f. Circle the letter in each word which you would use to alphabetize the words.

3. Make up a rule that would tell someone else how to alphabetize.

4. On a separate piece of paper, put the following 15 words in alphabetical order:

   goat, story, after, egg, ant, first, middle, latter, boy, girl, rich, out, teacher, wind, stage

5. Using your dictionary, decide what letters of the alphabet would be found in:

   a. the first part of a dictionary?

   b. the middle part of a dictionary?

   c. the last part of a dictionary?

6. On a separate sheet of paper, place the words you used in exercise 4 on a chart like the one below:

First part of dictionary	Middle part of dictionary	Last part of dictionary

Words: Dictionary
Lesson 5
Teacher

Language V

HOW TO USE THE DICTIONARY (SPELLING)

CONTENT:

1. Two lists of misspelled words taken from a week's written work of two students.

2. Questions for students to answer and discuss.

PURPOSE: To call attention to the usefulness of a dictionary as an aid to better spelling.

POSSIBLE PROCEDURES:

1. Let students work out the corrections for Greg's and Jenny's lists.

2. Since these could be written quickly on acetate sheets for the overhead projector, the class might like to go over these lists together as they check their own individual lists.

3. Students will identify some of the common spelling errors as they analyze the lists:

   a. dropping silent e
   b. doubling consonants
   c. mispronunciation of syllables
   d. depending on sound rather than standard spelling
   e. etc.

This is only a related activity, but may serve to stimulate interest and discussion.

Numbers 4 and 5 are directed toward the personal application in number 6.

4. If you have not tried a personalized spelling card for individual students, you might like to let students work on their own word lists instead of Greg's and Jenny's.

Words: Dictionary
Lesson 5
Student

Language V

HOW TO USE THE DICTIONARY (SPELLING)

Have you ever had a teacher say to you, "Why don't you check your spelling with the dictionary?" Actually, one of the most useful things about a dictionary is the spelling help it gives. Not only do young students need this assistance, but adults themselves use a dictionary often to see if their spelling of a word is correct. Practice with a dictionary in order to help us now may pay off later.

1. The teacher handed back this spelling list to Greg with a note.

tremendus
sincerly
alright
seperate
gentel
recomend
stomack
asternots

Dear Greg,
Here are your misspelled words from this weeks written work. Consult a dictionary and hand me back the corrected list. Don't forget to use syllables.

Pretend that you are Greg. Get out your trusty dictionary and get to work on the list that Greg will hand back to the teacher.

2. Jenny's misspelled list came back from the teacher with a note, too.

truely
absolutly
begining
hygene
Carabeean
vacume
populachun
liveing

Dear Jenny,
Here are your spelling errors from this week's written work. Consult your dictionary, and hand me back the corrected list. Don't forget to divide the words into syllables.

Prepare the corrected list that Jenny will hand back to the teacher.

3. Analyze some of the kinds of spelling errors these students made.

4. In what ways did the dictionary help Greg and Jenny to make their corrections?

5. Suggest a plan that would keep Greg and Jenny from having to make these kinds of corrections next week.

6. What is your plan for using a dictionary to aid you in spelling correctly?

Words: Dictionary
Lesson 6
Teacher

Language V

HOW TO USE THE DICTIONARY (PRONUNCIATION)

CONTENT: This lesson contains student exercises using syllable and accent drills which in turn require using dictionaries to check responses.

PURPOSE: To give practice in checking syllables and accents in order to help pronounce words correctly.

POSSIBLE PROCEDURES: The exercises in this lesson could be related to other areas of the curriculum such as:

1. vocabulary study in content areas
2. spelling study
3. reading activities

This lesson is a review exercise in the skills of placing accents on words. However, you may wish to provide additional exercises if you find the class does not understand the concepts or needs further practice in using the skill.

1. Words are made up of sound units (syllables).

2. Syllables are either accented or unaccented.

3. Because we have a built-in knowledge of our language we usually know where to put the accent.

Words: Dictionary
Lesson 6
Student

Language V

HOW TO USE THE DICTIONARY (PRONUNCIATION)

Most of the time you will find the pronunciation of words easy. You have this built-in sense of your language that usually tells you how many sound units (syllables) a word has, and also which of these sound units to hit lightly (unaccented) or heavily (accented).

To test your pronunciation skills, try the following exercises:

1. Say the following words to yourself, then decide how many syllables are in each of the words. On a separate sheet of paper, write each word on a chart like this and underline the heavy or accented syllable.

Word	Syllables	How you said it
Example: taxicab	3	<u>tax</u> i cab
a. remember		
b. geography		
c. September		
d. July		
e. arithmetic		
f. August		

2. Use your dictionary to see if your built-in word machine was working right. Correct any errors.

3. What mark does your dictionary use to show the heavy or accented syllables of these words? Go back to exercise 1 and place the accent marks where they belong.

example: tax´i cab

4. Try to say a few of these for fun:

ge´ o gra phy	en´ cy clo pe di a
ge o gra´ phy	en cy´ clo pe di a
a´ rith me tic	en cy clo´ pe di a
a rith me´ tic	en cy clo pe di´ a
	en cy clo pe di a´

Why do these pronunciations sound strange to you?

5. Use your dictionary to correct the accent errors in exercise 4. Say them again. Do they still seem strange to you? What happened to the sound?

Words: Dictionary
Lesson 7
Teacher

Language V

HOW TO USE THE DICTIONARY (PRONUNCIATION)

Students will have had much phonetic training in reading by the time they reach the middle grades, but this does not necessarily mean that there will be a carryover to using dictionary pronunciations.

You should consider the following problems:

1. Dictionary adoptions for the intermediate grades vary considerably from state to state, city to city, school to school, and even from room to room. How then can you help students develop some kinds of universal dictionary pronunciation skills?

2. Many of the pronunciation exercises suggested by various dictionaries use different symbols, have different key words, and use different respellings.

3. It isn't an easy matter to design pronunciation exercises that are not too abstract, that have relevance to student needs, and that are general enough to fit any dictionary the students may encounter.

4. Much of the material will need to be teacher designed and directed, depending on your students.

Lesson 7 furnishes some suggestions for you to develop and use with your class, based on the premises that:

1. Each dictionary has a pronunciation key.

2. Each dictionary has a guide to the use of that dictionary.

3. Each dictionary has key words to help in the pronunciation of words.

4. The respellings in each dictionary are consistent with the pronunciation key, the key words, and the exercises suggested in the guide.

CONTENT: These activities will cover the following ideas:

1. Spellings and respellings

2. The pronunciation key of a dictionary

3. Key words

PURPOSE: To give students practice in using the pronunciation aids given in a dictionary.

POSSIBLE PROCEDURES:

1. Have transparencies made for the following:

a.

PRONUNCIATION KEY *

The pronunciation of each word is shown just after the word, in this way:

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I ice, five	~~TH~~ then, smooth	u in circus

b. Key Words

hat, āge, cāre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, pút, rüle, ūse; ch, child; ng, long; th, thin; ~~TH~~, then; zh, measure; ə represents *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus.

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c. Sample page: Spellings (Respellings)

ytterbium **zinc** *

yt ter bi um (i tėr′bi əm), a rare metallic element be- | **Yu go slav ic** (ū′gō släv′ik), of or having to do with

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Slavia. —**Yu′go sla′vi an,** *adj., n.* | **y wis** (i wis′), *Archaic.* certainly; indeed. *adv.*

2 You should be well-acquainted with the dictionary you and your students will be using.

3. Teach for ideas about pronunciation and not for mastery of the sound symbols. Help the students learn these by letting them:

a. discover new ideas from the transparencies, dictionaries, and by working exercises

b. discuss new and different information they can get from materials

c. ask questions that puzzle them about pronunciations

4. The guide to the dictionary will furnish you with additional exercises if you need to assign further work.

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HOW TO USE THE DICTIONARY (PRONUNCIATION)

Words listed in a dictionary are first spelled for you as you would write them. But many of our words do not sound the same as they are spelled, so the dictionary comes to the rescue again. After each entry word in a dictionary, you will find the respelling of that word. This respelling helps you to pronounce the word correctly.

However, before the respellings can be used to help you with pronunciations of words, you will need to know certain things about your dictionary.

1. See if you can find a page in your school dictionary that gives you the Pronunciation Key. It is usually toward the front of the book.

2. What kinds of information does this page give you?

3. Now thumb through some of the pages. Check the bottoms of the pages. Do you see anything different? Have you found the key words used in this dictionary? Do the key words change? How often are they repeated?

4. On a separate sheet of paper fill in the following chart using your dictionary's key words.

Complete the list of Key Words in you dictionary.	Can you give another word (or words) that have the same sound as your key word?
Examples:	
hat	cap, hand, ham, etc.
āge	pāge, rāge, etc.
cãre	bãre, etc.

5. Use your dictionary to respell these words:

jack	(	)	jerk	(	)
jail	(	)	joke	(	)
jam	(	)	juice	(	)
janitor	(	)	justice	(	)
jar	(	)			

6. Using the dictionary's Pronunciation Key, give a word that contains the following sounds. (Use a separate sheet of paper.)

Sounds	Key Words
ā	
â	
ä	
ē	
er	
ī	
o	
ō	
ô	
ù	
ü	
ū	
ə	

Words: Dictionary
Lesson 8
Teacher

Language V

HOW TO USE THE DICTIONARY (PRONUNCIATION)

CONTENT:

1. Six pronunciation exercises using the dictionary.

2. One summary question.

PURPOSE: To make students aware of the fact that some words are pronounced in more than one way.

POSSIBLE PROCEDURES: Exercises 1 - 6 may be done by the students independently or as a class endeavor. It would be helpful if you had a list of words to discuss with the students when activity 4 comes up.

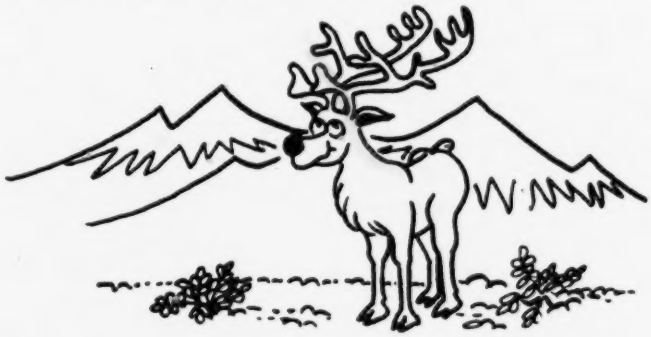
Students should have an opportunity to say the words of the exercises orally and audibly.

As a point of interest, this may also be a good time to bring out the idea that foreign words and phrases are found in most of our dictionaries. The students might like to start a list of other words like Sault Sainte Marie and Tierra del Fuego.

Words: Dictionary
Lesson 8
Student

HOW TO USE THE DICTIONARY (PRONUNCIATION)

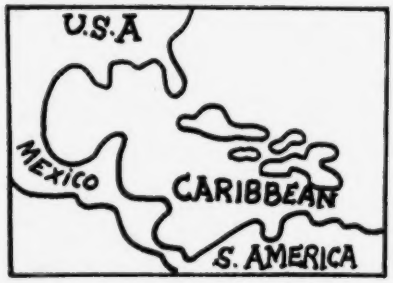
1. Some people say: cär′ə bü



Some people say: care′i boo

Your dictionary says to say _____.

2. Some people say: kär′ə bē′an



Some people say: kə rib′i ən

Your dictionary says to say _____ or _____.

3. Some people say: tə mā′tō
Some people say: tə mä′tō
What does your dictionary say?

4. Make a list of some words that you have heard pronounced different ways. Look up the pronunciation in your dictionary.

5. You are curious about several words you found appearing in your Social Studies such as Sault Sainte Marie and Tierra del Fuego. What can you find out about them in your dictionary?

6. What are the differences between the word sailor and the word sailer? How are the words alike? Use your dictionary to prove your answers.

7. How have we used the dictionary to help us with this lesson?

Words: Dictionary
Lesson 9
Teacher

Language V

HOW TO READ A DICTIONARY ENTRY

CONTENT:

1. Introductory remarks about the entry and its bold-face type.
2. Facsimile of an entry: moccasin.
3. Exercises to use as the entry is studied.

PURPOSE: To call attention and give meaning to

1. The dictionary term entry.
2. The kinds of information given in a dictionary entry.

POSSIBLE PROCEDURES:

1. Have a transparency. Discuss the two meanings, the illustration, related entry, spelling, syllables, accent, respelling and pronunciation. This lesson could review past concepts as well as introduce the term entry.

moc ca sin (mok′ə sən). 1. a soft *

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somewhat like a slipper.

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Words: Dictionary
Lesson 9
Student

Language V

HOW TO READ A DICTIONARY ENTRY

Finding a word in a dictionary is much simpler than understanding the information about the word. We often refer to the word as the main entry. The main entry begins in bold-faced type to help us locate the word more quickly.

Each main entry contains many kinds of information. Let's examine a main entry to see what kinds of information might be given.

moc ca sin (mok′ə sən), **1.** a soft *

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somewhat like a slipper.

On a separate piece of paper, write your answers to these questions:

1. The spelling of the main entry word is _____.
2. There are _____ syllables in the word.
3. The pronunciation of the word is (_____).
4. There are _____ meanings given.
5. The *n.* says that the word is a _____.
6. How do you think the word moccasin might have become part of our dictionary? Is there any way you could find out? How?

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Words: Dictionary
Lesson 10
Teacher

Language V

WHAT WORDS MEAN

CONTENT:

1. Introductory remarks to students.

2. A facsimile of a dictionary entry for the word club.

3. Exercises using the entry club.

4. Exercises to use with the dictionary based on the entry score.

5. A summary activity about how the meanings are organized in a dictionary entry.

PURPOSE: To make students aware that the meanings given in a dictionary entry are usually organized by:

1. Listing the most common meaning first and the least common meaning last.

2. Placing related meanings together.

POSSIBLE PROCEDURES:

1. Place an overhead transparency of the dictionary entry for club before the students. Allow for open-ended discussion to set the stage for the lesson.

club (klub). **1.** a heavy stick of wood, thicker at one *

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3,6 *v.*, **clubbed, club bing.**

Ask questions such as:

a. What can you tell me about a dictionary entry?

b. Which meaning do you think is best known?

c. Do you see any relation between meanings 1, 2, and 3?

d. How are 4, 5, and 6 related?

e. Etc. (Hopefully they may have questions of their own to ask about the entry.)

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2. Allow students time to do activity 3 with their dictionaries and the entry score. Then use a transparency to help students check their answers.

score (skôr), 1. record of points made in a game, con- *

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n., 2-5,7,10,12,13 *v.*, scored, scoring. —score'less,

Call attention to the sentences in italics. This will help the students generalize that the dictionary shows how to use the right word in the right context. Also ask for ways the meanings are organized and related.

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Words: Dictionary
Lesson 10
Student

Language V

WHAT WORDS MEAN

Our English language uses many of the same words in different ways. When you find a word in your dictionary that has many meanings, you will find that the most common meaning is usually put first. This organization of definitions helps you to start reading meanings that you already know about.

1. This is a copy of a dictionary entry.

club (klub). **1.** a heavy stick of wood, thicker at one *

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3.6 *v.*, **clubbed, club bing.**

a. Using the above entry, finish the definition for the most common meaning of the word club. (Use a separate sheet of paper.)

A club is _____.

b. Using the above entry, finish the definition for the least common meaning of the word club.

A club is _____.

2. Meanings are also arranged in order to keep related ideas together. Using the entry club:

a. Tell how definitions 1, 2, and 3 are related.

b. Tell how definitions 4, 5, and 6 are related.

3. Find the word score in your dictionary.

a. How many definitions are given for the word?

b. What definition is the most commonly used?

c. What definition is the least commonly used?

d. How many definitions are related to keeping a record?

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e. How many definitions are related to music?

f. On a separate piece of paper, give the number of the dictionary definition that would apply:

___ The score was nine to ten.

___ He scored five points for our team.

___ He paid his score before leaving.

___ A score of students came to class.

___ The music teacher left the score for us.

In your own words, explain two ways in which definitions in a dictionary are organized or arranged to help us find the meanings of words.

Words: Dictionary
Lesson 11
Teacher

Language V

WHAT WORDS MEAN (2)

CONTENT:

1. Introductory remarks to the student about words that are spelled the same but have different meanings.

2. A facsimile of the double entry for the word palm (palm[1], palm[2]).

3. Exercises to use with the palm facsimile.

4. A facsimile of the triple entry for bark (bark[1], bark[2], bark[3]).

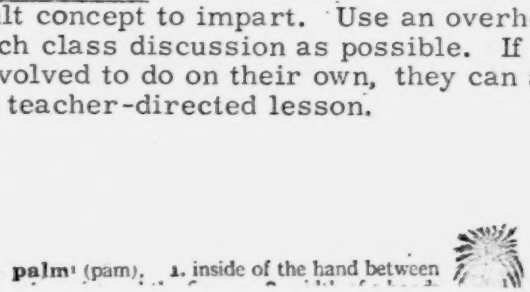
5. Activities to use with the bark facsimile.

6. Activities using the dictionary and the entries for school (school[1], school[2]).

7. A chart to record other double or triple entry words.

PURPOSE: To make students aware that double entries treat each of the entries as two different words, even though the spellings are the same.

POSSIBLE PROCEDURES: The fact that a word can be used in two ways may be a difficult concept to impart. Use an overhead transparency, and allow for as much class discussion as possible. If the students find the activities too involved to do on their own, they can avoid frustrations if you do this as a teacher-directed lesson.



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bark[1] (bärk), 1. the tough outside covering of the *

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*

mackerel. 2. swim together in a school. 1 *n.*, 2 *v.*

This may be a very good place to point up the fact that many dictionary entries give many kinds of information, and that a user must pick and choose to suit his own needs.

Also see if the students can see the difference in the entries given in the student material and the entries from their dictionaries. This will give them background for Dictionary Lesson 12.

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WHAT WORDS MEAN (2)

Our English language uses words that have the same spelling to mean different things. The dictionary helps us to find a particular meaning to fit a particular situation. That is why the dictionary treats many words as two separate words, giving each of the words an entry When this is done, we have what is called a double entry.

Study the double entry for the spelling p-a-l-m.

Entry 1 **palm**[1] (päm) 1. inside of the hand between * the wrist and fingers. 2. width of a hand; 3. conceal in the hand.

Entry 2 **palm**[2] (päm) 1. any of many kinds of trees * growing in warm climates. 2. branch or leaf of a palm tree as a symbol of victory or triumph.

Read the sentences below. On a separate piece of paper, assign entry number one or two after each underlined word.

1. The ball hurt the catcher's palm. ( )
2. He proudly carried the palm ( ) from the judge's stand.
3. The nickle was concealed in the magician's palm. ( )
4. The date palm ( ) grew near the oasis.
5. How wide is your palm ( ) ?

Study the triple-entry for the spelling b-a-r-k.

Entry 1 **bark**[1] (bärk) the tough outside covering of * the trunk, branches and roots of trees.

Entry 2 **bark**[2] (bärk) the short, sharp sound that a * dog makes.

Entry 3 **bark**[3] (bärk) ship with three masts. *

Read the sentences below.

1. The small bark carried the explorers across the sea.
2. The bark frightened the paper boy.
3. The bark was shipped from the mill to the paper factory.

Which entry gives the meaning for each of the underlined words?

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On another sheet of paper, test your answers by sentence-writing. Leave out the word bark and put in the meaning you think should be there.

1. The small _____ carried the explorers across the sea.

2. The _____ frightened the paper boy.

3. The _____ was shipped to the paper mill.

Do your sentences make sense? If they do, you will know that you have chosen the right meaning from the right entry.

In your dictionary find the spelling, s-c-h-o-o-l. How many entries do you find for it? Using the entries, make up several sentences that will show the different meanings of school.

Try leaving out school. Insert the definition. Does your sentence have the meaning you wanted it to have?

On another piece of paper, make a list of other spellings you may find in the dictionary that have two or more entries. Use the following form:

Same Spelling	Number of Entries
example: net	net^1, net^2

Words: Dictionary
Lesson 12
Teacher

Language V

THE DICTIONARY: STUDENT REVIEW

CONTENT:

1. 16 completion sentences about dictionaries

2. One alphabetizing exercise

PURPOSE: To recall vocabulary and concepts which have been presented during the dictionary study.

POSSIBLE PROCEDURE: These sentences, which should be reproduced so each student may have a copy, may help you evaluate the success of the dictionary study. If students can recall vocabulary and concepts, you can assume they will be better equipped to use dictionaries.

You might wish to add more actual dictionary activities which would include some work with meanings and sound, chosen from their current lessons in other subjects. This will make it more relevant to what the class is doing at the time.

These items should be easy to score, and pinpoint places that need reteaching.

Words: Dictionary
Lesson 12
Student

Language V

TO VIEW AGAIN (RE-VIEW)

1. Put these words in alphabetical order. They should help you with your review sentences.

dictionary	use	key
all	syllables	alphabetical
entries	parentheses	accent
spell	means	common
pronounce	sounds	guide
double	together	answers

Can you find a space for the vocabulary words in the sentences that follow?

2. The _____ is a word bank of all of the words of our language.

3. A dictionary helps you to _____ words, to _____ words, and to _____ words.

4. No one can know _____ the words of a language.

5. In a dictionary, the separate bold-face words are called _____.

6. The entry will tell you how to _____ a word correctly and also how many _____ the word is divided into.

7. The respelling which is enclosed in _____ tells you how to _____ the word.

8. The definition of a word tells you what the word _____.

9. The two bold-face words at the top of a dictionary page are called _____ words.

10. Dictionaries are all organized in _____ order.

11. To speed up alphabetizing, we sometimes divide the dictionary into three parts (1) _____ to _____, (2) _____ to _____, and (3) _____ to _____.

12. An _____ mark tells us which syllable to stress.

13. The words at the bottom of the right hand pages of a dictionary are called _____ words.

14. Key words help you say the _____ of words.

15. The first meaning given in a dictionary is usually the most _____.

16. Related meanings are put _____.

17. When we have words like palm[1] and palm[2] we say the dictionary has a _____ entry.

Words: Where Our Words Come From — Language V
Lesson 1
Teacher

WORDS HAVE A HISTORY

PURPOSE: To develop the concept that words have a history which can be studied by examining changes that have occurred in the

pronunciation of words

spelling of words

meaning of words

CONTENT: This lesson consists of

1. Introductory remarks to students, including Chaucer's description of a knight.

2. Historical comments and discussion questions about several words: "canter," "derrick," "tulip," and "alarm."

BACKGROUND: In this section in the unit on Words we will be considering where the words in our language came from. Most of them have derived from words that existed earlier in the language. Many of these were native Anglo-Saxon words which can be traced back to Indo-European. Others have been borrowed from various sources during the history of the language. Changes that occur in our languages can be seen in words which change in pronunciation and often in meaning, and sometimes in spelling. This particular lesson illustrates some of the ways words have come to us and the fact that in the process they have undergone change.

POSSIBLE PROCEDURES:

1. There is a weekly section devoted to history of words to be found in almost all current spelling textbooks. The emphasis is usually on the fact that words are interesting. You might let students share with the class examples of such words as telescope, naughty, pilot, pork, mutton, and others that have interesting histories.

2. Read the introductory story with students, and discuss with them Chaucer's KNYGHT. Be sure to allow for open-ended answers about kinds of word changes.

3. Let students hear phono disc of spoken old English. As they listen, have them identify words that are the same or changed, etc.

4. Use the four word histories to point up that:

   a. Words are related to historical events. (canter)

   b. Words are sometimes named for people in history. (derrick)

   c. Words have comparative meanings. (turban-tulip)

   d. Words are adopted from other languages. (alarm)

5. Direct the entire lesson toward creating an interest in "where our words come from."

WORDS HAVE A HISTORY

The history of a word--how it started and how it has changed from generation to generation--is a very interesting part of word study.

Did you know that once upon a time the word "silly" was spelled "selly" and that it meant "happy"? "Muscle" once meant a little "mouse". And the word "doctor" once meant "teacher". Our word "day" was once spelled "daeg".

Word changes happen so slowly that it is hard to realize what is really going on. But it should be interesting to look back into history to see if we can tell what has happened to some of our words.

Years ago in Merrie Olde Angleland, as it was sometimes called, there was a famous poet by the name of Chaucer, who wrote about a knight:

> A KNYGHT ther was, and that a worthy man,
>
> That fro the tyme that he first began to riden out,
>
> He loved chivalrie, and routhe and honour, freedom and curteisie.

Try to describe the man that was Chaucer's knyght.

What do you think the following words are in Modern English? (We'll give you one clue: routhe meant pity.) Describe how they have changed.

knyght, ther, fro, tyme, riden, chivalrie, curteisie, routhe

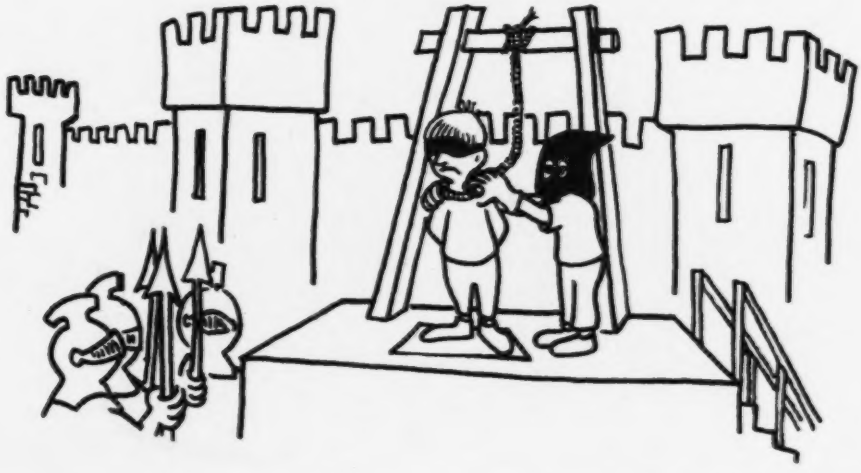
What kinds of changes do you think may have happened to other words of our language?

Below are some histories of several words of our language. These examples may help you to answer the last question.

1. In the time of Chaucer people traveled many miles to attend religious pageants. The pilgrims on their way to the famous Canterbury Cathedral walked along the road, or rode their horses. The word "canter" was coined (made up) to describe the gait (walk) of those on the pilgrimage to Canterbury.

   Compare our word "canter" to the original meaning. You may want to use your dictionary to see if there have been any changes.

2. Once there was a famous hangman in England by the name of Derrick. He executed so many people that the machine he used was called by his name.



What is the meaning of our word "derrick"? Is there still a related meaning to the hangman's machine?

3. "Tulip" is derived from (came from) the Turkish word for "turban". The turban head-dresses which the sultans wore were made of rose, gold, or purple silk. Why do you suppose a beautiful flower was named <u>tulip</u>?

4. There is an old French phrase, "a le arme" (to the arms) which was used as a battle cry.

   Define our word "alarm". What kind of history do you think this word "alarm" may have had?

   If it is derived from the French language, how did it ever get to be an English word?

Words: Where Our Words Come From — Language V
Lesson 2
Teacher

TRACING THE HISTORY OF WORDS

PURPOSE: To enable students to trace the history of certain words by use of a dictionary.

CONTENT: This lesson contains:

1. Introductory remarks.
2. Dictionary entry for the word "etymology" with several follow-up deductions using the data supplied by the entry.
3. A list of six words to give students practice in using a dictionary to trace word histories.

BACKGROUND: One of the most fascinating parts of language study, etymology, deals with the origin and history of words.

It shows us not only what languages words have derived from and how old they are, but that through the course of history they have often changed in form and sometimes in meaning. For instance starve comes from an Old English word, steorfan, meaning to die. Mess came ultimately from a Latin word, missus, which meant "to send out or place". In Middle English it meant "course of a meal" or "dish of food."

The term folk etymology, which is also used in the lesson refers to mistaken notions people have of the origin of words and of changes they made in words because of the mistaken notions. An example is the term "sparrow grass" to refer to asparagus because people thought asparagus had derived from that term. Actually it comes from the Greek word asparagos.

This lesson simply introduces students to the word etymology itself and gives them some practice in finding the etymology of some words in a dictionary. To do the lesson students should have access to a dictionary which includes the history of a word along with the other information in the entry.

POSSIBLE PROCEDURES:

1. It might be helpful to have a transparency of the entry "etymology" as a basis for discussing:
   a. the science of word meanings
   b. the meaning of etymologist
   c. the work of an etymologist

2. Once the students have discussed the history of the word "etymology", they can then do dictionary research on other words. If class dictionaries do not have the word histories then the unabridged or even a larger abridged dictionary at home or in the library will need to be used.

3. If students show enough interest, you may want to design a data sheet about "folk etymology" using interesting word histories such as: highboy, greyhound, love (in tennis), salt-cellar. These words have changed so much over the years that the origins have become obscure.

   highboy: ENG. (high) + FR. bois (wood) = something high made of wood.

   jolly boat: DAN. jolle (small boat)+ENG. boat = boat-boat

   greyhound: SC. grey (a dog) + GER. hund (hound) = dog hound (The element grey was mistaken for English color gray.)

   love (in tennis) FR. l'oeuf (the egg) because of oval shape of zero in "love" score.

   salt cellar: ENG. salt + FR saler (salt-box) = salt-salt box

   reindeer: O. N. hreinn(reindeer)+ ON. dyr (deer) = reindeer-deer

Your library should have linguistic books that will give interesting information about popular etymology, but if you use it you should check the information with a good dictionary to be sure it is accurate.

TRACING THE HISTORY OF WORDS

It would be an endless task to tell you all of the interesting stories about the histories of our words. Besides you might want to find out the answers for yourself.

By now you can use a dictionary quite well to find the meanings, spellings and pronunciations of words. But did you know that a good dictionary has a word history for many of its entries? Let's illustrate with the word "etymology".

1. Study the dictionary entry below.

> et y mol o gy (et' ə mol' ə ji) n. [Fr. etymologie; L. etymologia; Gr. etymologia; see ETYMON and LOGY] 1. The origin and development of a word; tracing a word back as far as possible 2. The branch of linguistics that deals with the origin and development of words.

The English borrowed the word from the French. The French borrowed the word from the Latin, and the Latins borrowed the word from the Greeks.

How did the dictionary entry give you this information? What did the dictionary use to show the different languages?

2. If the word "etymon" comes from a Greek word meaning "the sense of a word" and "ology" is from a Greek word meaning "science", then the word "etymology" should mean something about the _____ of _____.

   If a linguist is a scientist who studies etymology, then we would call him an _____.

3. If you were an etymologist, then what kinds of work would you do? Use your dictionary entry to help you describe your word.

4. An etymologist needs to know many things before he can study words scientifically. Finish the following sentences.

   An etymologist needs to know how words _____.

   An etymologist needs to know when words _____.

   An etymologist needs to know where words _____.

5. Here is a detective game for you. Try your skill as an etymologist on the following list of words. Where did these words come from?

school	reindeer
hearth	cherry
onion	turtle

You may have to use dictionaries other than your class set in order to find the word histories.

WORDS ARE BORROWED (1)

PURPOSE: To reinforce the notion that words

1. are borrowed from another language when
   a. there is a need to communicate with people speaking a different language, or
   b. there is something new to be named, and
2. are often changed in the "borrowing" process.

CONTENT: This lesson contains:

1. Introductory remarks about the fact that most of our common words are really Anglo-Saxon, but that we have borrowed heavily from other languages from time to time.
2. Cartoon situations illustrating that:
   a. Many words were Indian words which the settlers discovered by asking the Indians for the names of things found in the New World.
   b. The new words were often just another word for an English word. For example, maize was borrowed for corn although they weren't really synonymous. Corn meant grain in England and still does. Maize meant the New World crop we call corn.
   c. New words are often changed in the borrowing process. Otchchek became woodchuck.
3. Questions to lead students to generalize about how words are borrowed and changed. The examples given illustrate some of the kinds of things that happen to words when borrowing occurs. Maize is an example of a borrowed word for which there was a close English equivalent. Woodchuck and squash are examples of words that changed in the borrowing. Whiskey-john is an example of a word which probably resulted from completely misunderstanding the original. This is also a word that has become obsolete although we still have whiskey-jack (a Canadian jay) which is the result of folk etymology. (See Lesson 2.)
4. Lists of some of the Indian words found today in our English dictionaries. If your students have access to a good dictionary you might want to have different students look up these words to find what they can about their origin.

BACKGROUND: English has always been a great borrower of words from other languages. The period when the Danes settled in England and the Norman French period were periods of unusually heavy borrowing. The Renaissance period was another. Whenever two peoples speaking different languages come in contact with each other there is an exchange of some words. Sometimes this happens when one language lacks a word for something that exists in the other. For example the Anglo-Saxons had no words for jury or parliament, and therefore borrowed these words from their Norman conquerors. Words borrowed from the Danes were often words that had Anglo-Saxon equivalents. Sometimes the Anglo-Saxon word dropped out in favor of the Danish. Sometimes both continued to exist with one taking on a different meaning.

Borrowing sometimes occurs to facilitate communication between two people with different languages. When the English settlers came to America they found many unfamiliar plants and animals. They borrowed the Indian names for them. They also borrowed some Indian names for which they had equivalents simply to make it easier to communicate with the Indians.

POSSIBLE PROCEDURES:

1. Before reading the story it might be fun to set up some role playing situations such as:

   a. Squanto showing the settlers how to plant corn.

   b. Pocahontas telling Captain Smith something.

   c. Sacajawea acting as Lewis and Clark's guide.

This may require some research on the part of the student.

2. Discuss what happens when people of different languages meet.

3. Read and discuss the story and cartoons.

WORDS ARE BORROWED (1)

AS AS AS AS O AS AS AS AS AS
The words of our language had to come from somewhere.

We know that most of our common English words came to us from the Old English of the Anglo-Saxons. But the Anglo-Saxons often borrowed words from Other Languages. This borrowing process started so long ago that it is often hard for us to trace the origins of some of the English words which we find in our dictionaries.

This lesson deals with the word borrowing that took place after the English people came to the New World. Linguists tell us that some very interesting additions were made to the language at that time. Why did the English settlers borrow words? Who did they borrow from? Perhaps the following situations will answer these questions.

The English colonists came to this country in the early 1600's. The land, the plants, and the animal life were very different from those which they had known in England. With each new day, the settlers must have had to ask the American Indians many times, "What is this?"

Settler: "What is this?"

Did the Indian answer:

corn?
wheat?
maize?

Settler: "What is this?"

Which answer do you think the American Indian gave, "woodchuck" or "otchchek?"

Which do you think the English man thought he said?

One group of American Indians, the Algonquian stock, gave the English many of their Indian words. They were the Indians who lived along the east coast where the English settled. Sometimes the English people couldn't say the words just exactly as the Indians said them. What do you think happened to the words then?

Indian: "This is a wisketjan." (blue jay)

Settler: "Oh, so that's a whiskey-john."

What happened to the word?

Indian: "This is an askutasquash."

Settler: "That's too hard. I'll just call it a squash."

What happened to the word?

Why do you think the colonists borrowed words from the Indians?

Do you think the Indians borrowed any words from the English? What might they have been?

Early Indian loan words that named some of the creatures unknown to the English were:

opossum	terrapin	raccoon
moose	woodchuck	caribou
skunk	chipmunk	

A good many native American plants have Indian names, such as:

hickory	poke	squash
pecan	cinquapin	persimmon

Other early borrowings of Indian words were words for foods, customs, or articles, such as:

hominy	moccasin	pow wow
succotash	tomahawk	mackinaw
johnnycake	totem	wampum
pone	wigwam	papoose
pemmican	toboggan	squaw

If you are interested in doing more with Indian words, pick up a map showing almost any section of our country and see some places which you think are named for Indian tribes. Oklahoma might be a good place to begin your research.

WORDS ARE BORROWED (2)

PURPOSE: To focus attention on the fact that if two or more cultures exist in the same geographical region then the language of the people is affected.

CONTENT: The content of this lesson includes:

1. Introductory remarks about culture and language.
2. Exercise using Dutch words.
3. Exercise using French words.
4. Exercise using Spanish words.
5. A chart for additional data that will lead students to generalize about circumstances where word-borrowing often occurs.

POSSIBLE PROCEDURES:

1. Perhaps a map study would be helpful in setting the stage for discussion of the following historical situations:
   a. The Dutch in New York and the English.
   b. The French in Acadia and Louisiana and the English.
   c. The Spanish in Texas and California and the Americans.
2. Discuss the people and their customs before asking, "What did these influences do to the language of the English people?"
3. Have students read the introductory remarks and go into the exercises.
4. In Part 4 the students will probably come up with words like kimono, banzai, samurai, kamikazi, hari-kari, etc.
   Nazi, führer, gestapo, blitzkreig, luftwaffe, panzer, autobahn, etc.
   pizza, ravioli, piano, forte, allegro, etc.

   You may want to have a few words at your fingertips, too.

5. Encourage them to include in their generalization the following ideas:

   a. When we live near people we pick up and use their words.

   b. Immigration has brought many people and their languages to America.

   c. War and travel have taken many Americans to the Orient and to Europe thus exposing them to other languages.

   d. The world is smaller because of transportation and mass media communication thus giving us closer contact with other people and their languages.

6. The students may want to discuss the bi-lingual situation in Canada. This would lend itself to a good debate.

WORDS ARE BORROWED (2)

When people who speak different languages live side by side, any place on earth, it is only natural for them to interchange the words of their languages. As the English in America came in contact with other groups of settlers, they borrowed many words and also some of their customs.

Let's pin-point a few of the places in our country where people of different cultures have lived together. See if you can find which of our everyday words have been borrowed from other languages.

1. Think about the English colonists who came to make their homes in New York (New Amsterdam). Many were English, but some were Dutch. It is true the Dutch and English were never too friendly; but in spite of their differences our language gained some Dutch words. See if you can match the Dutch words with those in the first column that have the same meaning.

English Meanings	Dutch Words
a. cabbage salad	stoop
b. pastry	sleigh
c. sled	cole slaw
d. seed	pit
e. porch	cruller

Now try putting meanings with these Dutch words. Then check with your dictionary.

A cooky is _____.

A boss is _____.

A spook is _____.

To snoop means to _____.

A scow is _____.

A waffle is _____.

To be a dope is to be _____

Sante Klaas is _____.

Do you think the Dutch people ever borrowed any words from the English people? Why or why not?

2. Colonists living in Louisiana and along the Canadian borders borrowed French words. Naturally the words have sometimes been changed in spelling and meanings; but nevertheless the words are still from the French language. Try to match the French word with the word it has become.

French Word	Today's Word
a. boucainer	gopher
b. lever (to raise)	buccaneer (pirate)
c. voyageur	voyager
d. gaufre	levee
e. prairie	boat
f. cariole	prairie
g. chaudiere	chowder
h. bateau	carryall

Do you think the French may have borrowed words from our language also? If so, why? If not, why not?

3. Replace each of the underlined words or phrases below with a word we have borrowed from our Spanish speaking neighbors.

Sentences	Spanish Words
a. I like hot <u>cocoa</u> very much.	chocolate
b. The <u>large lizard</u> lives in the swamps.	cockroach (caca rootch)
c. The <u>celebration</u> is before Easter.	calaboose (calabozo)
d. The <u>wood louse</u> is a pest.	alligator (el lagarto)
e. <u>Sparrow grass</u> is good to eat.	mosquito
f. They sent the crook to <u>jail</u>.	fiesta
g. That <u>little fly</u> can cause malaria.	asparagus

Look at the map on the following page. How many borrowed Spanish names can you find? Why do you think we have so many Spanish place names in this particular part of our country?

4. Can you think of other words which we have borrowed? Think about these categories.

Japanese	German	Italian

5. What kinds of circumstances bring about word-borrowing?

Words: Where Our Words Come From — Language V
Lesson 5
Teacher

HOW WERE WORDS INVENTED?

PURPOSE: To stimulate interest in words by helping students see that:

1. The origins of language are ancient and obscure.
2. Linguists have studied various theories of word origins.
3. Linguists agree only that words have been invented by man, that is only man has a human language.

CONTENT: This lesson contains:

1. A story which gives some of the linguistic theories about origins of words.
2. Exercises to encourage students to think about how certain words may have been invented.

BACKGROUND: Although it is intriguing to try to imagine when human speech began, the fact is that no one knows since there is no record of a time when the human creature had no language. By the time he invented a way to keep a record language was already a complex phenomenon.

POSSIBLE PROCEDURES:

1. It is hoped that enough interesting words will occur during school activities to furnish data for discussing and theorizing about words origins. Sometimes rather recent words like "jalopy", "odd-balls," and "goof-offs" can start the ball rolling. Sometimes polysyllabic words are of interest. Military (or some trade) jargon might be a point of departure.
2. Direct the reading of the story, the discussion and the exercises toward developing the concepts mentioned in the purposes.

SUGGESTED ALTERNATE INTRODUCTORY PROCEDURE:

It may be useful for the students to develop their own theories about how words were invented before they begin Lesson 5.

1. Write some rather recent words like "jalopy," "odd-balls," and "goof-offs" on the board.

2. Ask the students, "How do you think these words were invented?" (List their ideas.)

3. Suggest to the students that there must have been a time when man did not have a language.

4. Ask the students, "How were words invented by man?" (List these ideas and compare the two lists.)

5. Identify their ideas as their theories for how words were invented. Tell them that linguists have explored some theories.

6. Have the students read the theories in the lesson and then compare the theories of linguists with their own.

HOW WERE WORDS INVENTED?

We know that our language is made up of words. We also know that most of our words have been around for a long, long time in one form or another. However, the origin of language remains an unsolved mystery. Many language scientists are working hard to unravel the history of our "tongue." Perhaps you might be interested in some of the theories that the linguists have explored. To begin with it seems that all of the scientists agree upon one principle at least--language as we know it is a human invention. By this they mean that there must have been a time when man did not have a language, and he is now the only creature that does have one. But how were words invented by man?

Some scholars believe that human speech began when man tried to imitate sounds of nature, just as a child would say "Bow-Wow" to indicate a dog. This "bow-wow" theory would account for some of the words in our vocabulary, but what about all our other words?

Another idea which was explored said that primitive man was influenced by the "speech of animals" and tried to imitate it. This has jokingly been called the "ding-dong" theory.

Then others thought that words may have grown out of natural exclamatory sounds such as, "Oh!" "Ouch!" and "Pshaw!" This the linguists labeled the "Pooh-Pooh" theory.

The fourth theory gives humans credit for being born with a certain linguistic instinct. Some linguists said that song and poetry is the mother tongue of mankind. Perhaps this is not altogether true, but it is true that there is a natural rhythm in language, just as there is a rhythm in the heart beating or the body breathing.

We do not know, and we can probably never know, how the words of our language originated. Yet we can study some of the processes of language development in order to help us appreciate words--this marvelous invention of man.

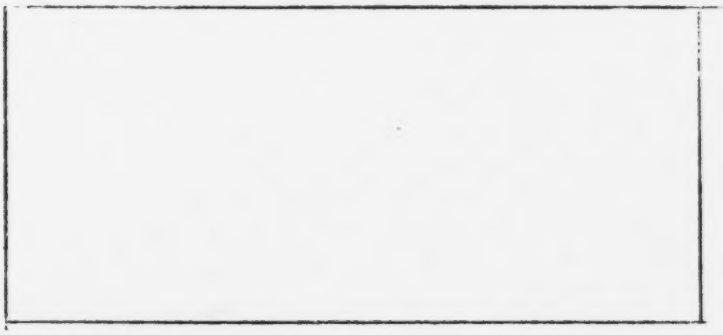
1. Which of the above theories do you think linguists have discarded as unsound? Why?

2. Make a list of words that you think are interesting.

3. Form some hypotheses about how these words were invented.

4. Dramatize certain incidents in which particular words could have been invented to fit the situation. Example: pocket-book or billfold.

5. Write your own linguistic theory that might explain how man invented such a word as "boondoggle", and for what reason. Draw an illustration to fit your explanation.



He boondoggles a lot.

He's a born boondoggler.

Boondoggling is one of his favorite pastimes.

6. Check with your dictionary to see what the word boondoggle means. Think of a good surname (last or family name) for a boondoggler.

Words: Where Our Words Come From — Language V
Lesson 6
Teacher

SOME WORDS ECHO SOUNDS

PURPOSE: To develop the concept that some words are echoic, that is, they imitate or echo sounds--by providing students with an opportunity to work with sound-like words.

CONTENT: This lessons contains:

1. A story about how some words imitate sounds.
2. Three exercises that deal with "echoic" words.

BACKGROUND: Every language has some words that seem to imitate or "echo" certain sounds. Interestingly enough not all languages seem to agree on what the same sounds are like, or what people think they are like. We find different versions in every language standing for certain sounds animals make. This suggests that, in part, what people are hearing and imitating is purely subjective. Don't let students think there is any necessary meaning attached to a sound itself.

POSSIBLE PROCEDURES:

1. Let the students describe sounds such as: a door banging, a rooster crowing, a banjo playing, a typewriter typing.
2. Have them say some word that may sound like the action.
3. Read a poem such as "Cat" by Eleanor Farjeon (p. 6 in Poems to Enjoy).
    a. Have students notice repetition of sounds in the poem.
    b. Ask what words help give a feeling of certain specific sounds.
    c. Encourage students to use the term "echoic words" for such words as "spit," "scat," "wuff," "hiss," etc.
5. Go into the story and follow up with exercises.
5. Let students share other poems they find that use echoic words.

SOME WORDS ECHO SOUNDS

The boy heard the bee _____,

heard the dog _____, and

heard the cow_____.

Probably your built-in word machine gave you a word to place in each of the blanks such as buzz, bark, and moo. Do you know how words like buzz, bark and moo were developed? If you answered that man was imitating sounds, or was echoing sounds, you were probably right. Words like these are called echoic words. We will call them sound words.

Linguists tell us that echoing and imitating sounds is one of man's oldest and simplest ways of coining (making up) new words. Another interesting fact is that every language has its own vocabulary of echoic words. For instance, our sound word for the noise a rooster makes is "Cock-a-doodle-do", but the German rooster says, "Ki-Ke-ri-Ki," and the French rooster crows "Co-que-li-co". Other languages will also have their words for echoing and imitating sounds.

However since we are English speaking people we will think about some of our own echoic words.

1. Write the following sentences. Let your built-in sense of language tell you how to fill in the blank spaces. Write the sentences and underline the echoic sound words as you go along.

   a. I heard the _____bang.

   b. The _____barked, "Bow-Wow."

   c. The _____made a clatter.

   d. The _____went pitter-patter.

   e. There was a murmur of _____.

   f. The _____whispered softly.

   g. The _____sizzled.

   h. The _____crashed.

   i. Snap your _____.

   j. The _____bonged, "Ding-Dong".

   Did you underline twelve words?

2. Can you think of sound words that might fit into the following chart?

Words for the Sounds of Animals	Words for the Sounds of Machines
Example: sheep--"baa"	Example: typewriter--"click-click"
1.	1.
2.	2.
3.	3.
4.	4.

Words for Musical Sounds	Other Sound Words
Example: banjo--"plunk"	Example: wind--"whoosh"
1.	1.
2.	2.
3.	3.
4.	4.

3. The list of words given below came from a book by Charlton and Helen Laird called The Tree of Language. Say these words over to yourself. What do these words have in common? What name has been given to words like these?

baa	crackle	roar
bang	crash	sizzle
blat	creak	snap
bong	ding-dong	sniff
boom	hiss	snore
bowwow	meow	splash
buzz	moo	tinkle
clang	murmur	whack
clank	ping	wheeze
clatter	pitter-patter	whisper
click	plink	whistle
clink	plunk	whoosh

Words: Where Our Words Come From — Language V
Lesson 7
Teacher

WHAT'S IN A NAME?

PURPOSE: To extend interest in where words come from by making students conscious of the fact that even our names may have a history.

CONTENT: This lesson contains:

1. Introductory remarks explaining the term "surname".
2. Exercise asking students to generalize about how surnames may have originated.
3. Homework project: Family Tree Assignment.
4. Handout Work Sheet: Name of the Game

BACKGROUND: Information can be found in Our Names: Where They Come From and What They Mean by Lambert and Pei, Lothrop, Lee and Shepard Co., 1960.

POSSIBLE PROCEDURES:

1. This lesson may take several sessions. As long as there is an interest, it can be pursued. If you have some background about the history of names, it will be helpful.
2. Have students display family trees. Look for commonalities, nationalities, etc.

WHAT'S IN A NAME?

Tracing names of different branches of family trees is a favorite sport for many people. These family names are often called last names or surnames. "Surname" research makes a fine word game. Have you ever tried to play it?

1. Below are some clue sentences. Try to decide how these kinds of surnames underlined might have come into being.

   a. "How do you do, Mr. Carpenter."

      "And how are you, Mr. Hunter?"

   b. "Hello, Mr. Fox."

      "How do you do, Miss Lamb."

   c. "This is Mr. Tallman," said Mrs. Armstrong.

   d. "Are you Mr. Saxon?" asked Mr. Norman.

   e. "I'd like you to meet Miss Field and Mrs. Hill."

   f. "Miss Williamson and Mr. Jackson are fifth grade teachers."

2. Draw your own family tree giving the family names of as many generations back as you can. Select one surname from the tree and tell how you think that it may have come into being.

THE GAME OF THE NAME

Remember, that in the beginning names probably described people. These descriptions may have been of physical characteristics. These descriptions may have been of what people did for a living. These names may have referred to their relationships to other people--or told where people lived. For the following groups of names see if you can give a heading which tells what the names refer to.

Group I	Group IV
Baker	Riners
Miller	Middletown
Goldsmith	Forest
Group II	**Group V**
Long	Finch
Short	Lyons
Broadhead	Wolfe
Group III	**Group VI**
French	Davidson
Welsh	Richardson
Scott	Johnson

1. How did you decide upon the labels for your six groups?
2. Try to add these names where they belong in the six groups: Hopkinson, Colt, Hardy, Holland, Castle, Sawyer.
3. Can you think of other surnames to add to your name game?
4. Select a friend's name and create a story of how the family name came to be what it is.
5. Check to see if the dictionary tells what the actual history of the name is.

HOW TO INVENT WORDS

PURPOSE: To let students examine various ideas about how new words come into our language.

CONTENT: This lesson contains:

1. Introductory remarks explaining the term "to coin".
2. Exercises presenting four ways in which words are coined:
   a. Shortened forms become words.
   b. Parts of words are combined (blends).
   c. Initials are used (acronyms).
   d. Using roots from other languages, particularly Greek and Latin (scientific terms).
3. A "just for fun" exercise for inventing words.

POSSIBLE PROCEDURES:

1. Clarify the idea that inventions are often the result of making something new from something old.
2. Clarify the phrase, "to coin a word".
3. The section on ways of coining words would probably be easier to work out together in class.
4. Make up a Fun Sheet and let the students invent words by any method. Have them try to explain their processes.

HOW TO INVENT WORDS

Most inventions are not entirely new ideas. They are often combinations of ideas, or are based on something already known. So it is with new words. Many new words have been invented from words that may have been around for a long while.

You may have heard something like this, "A new word has been coined." To "coin" a new word means to make-up or invent a new word. This word building process goes on around us all of the time. Because so many new words are entering our language, it might be worth our while to look at the process. Let's explore a few possibilities of how word building works.

1. New words are made in several ways.

   a. "Goodbye" is a way of saying "God be with you."

   b. The United Nations International Children's Emergency Fund is called "Unicef".

   c. The meal that combines breakfast ard lunch is called "brunch"

   How was the process used in making each of the underlined words above alike?

   Describe specifically how each of the underlined words was changed from the old idea to the new word.

2. Parts of words may be combined to make a new word. What words do we have that have been formed from the following ?

   smoke and fog _____

   motor and hotel _____

   twist and whirl _____

   Why would we call these kinds of coined words "blends"?

   Try to add other "blend" words to the list.

3. A word may be made from the beginning letters of a group of words. We call this kind of word an acronym. Figure out the common acronyms made from the following:

National Biscuit Company = _____

Radio detecting and ranging = _____

Women's Army Corps = _____

National Aeronautics and Space Administration = _____

Situation normal, all fouled up = _____

4. Scientists and technicians have coined many a new term from some very old words particularly Greek words. What words can you build from the following clues?

thermo (heat) + meter (measure) = _____

tele (distance) + phono (sound) = _____

auto (self) + graph (write) = _____

geo (earth) + logy (science) = _____

Just for fun, coin a few words on your own. They can be real or imaginary. Who knows? You may invent a word that will be placed in our dictionaries one day. Here are some suggestions to get you started.

cranberry and apple = _____

worn out teacher = _____

ostrich and kangaroo = _____

rhinocerous and octopus = _____

chew and gobble = _____

highly intelligent students = _____

mist and drizzle = _____

Can you think of other ways to make new words?

Words: Where Our Words Come From — Language V
Lesson 9
Teacher

PUTTING WORDS TOGETHER

PURPOSE: To reinforce and extend the concept of compounding words.

CONTENT: This lesson contains:

1. Explanatory paragraphs and word lists to point up the following:
   a. Words have to mean something in order to go together.
   b. A compound word contains two independent words.
   c. Some compound words are hyphenated.
2. A practice exercise in word compounding.
3. Suggestion for data collecting to be used in defining a compound word.

BACKGROUND: Many words of our language are formed by combining two other words. This is a very old process. It was practiced by the Anglo-Saxons in fact. Sometimes the process of compounding seems quite simple--a process of addition but usually the way we understand a compound depends on the relation between the two parts and this can vary. In fireplace we understand the place is for fire. In teapot we understand the pot is for tea. But in popcorn we understand the corn pops. It is a subject verb relationship reversed. Our externalized knowledge of the underlying structure tells us what the compounds mean although we are often not consciously aware of this underlying structure.

POSSIBLE PROCEDURES:

1. Students will have had previous reading and writing experiences with compound words.
2. Be sure that the students understand that compounds are made up of two independent words.
3. The term "independent words" may need to be clarified.
4. The idea of having students justify their selection of words will help them generalize about the compounding process.
5. This lesson might be more successful if it could be done together as a class.
6. Students might have fun making up compound word cartoons for such compounds as butterfly and doorstep.

Check to see if your word sorter can decide which of the following are true compound words.

railway	workman
repeat	waterproof
goldfish	unhappy
distrust	earthquake
nevermore	transportation

How did you make your choices?

Did you know that many of our compound words were once separated by a hyphen (hi-fen)? The word "today" may still be written "to-day", and the word "goodbye" may still be written "good-bye". These kinds of compounds are called hyphenated words. After words have been used together for many years, people often start leaving out the hyphen altogether. Here are some hyphenated compounds. If they follow the trend of "to-day" and "today", how may these words sometimes appear?

car-sick	son-in-law
jack-in-the-box	bell-like
all-star	baby-sits

PUTTING WORDS TOGETHER

Have you ever seen the

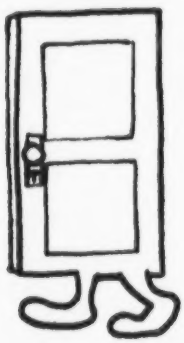
butterfly

or the

doorstep

or the

clambake?



1. Your word machine has been putting words together for years, hasn't it? Your built in sense of language even tells you that some words go together and some do not go together. Can you choose the words that seem to fit naturally together?

someone	bodyevery
bluebird	purplebird
bookcase	casebook
coatover	housewife
highway	trackdeer

How did you make your choices?

Linguists call this kind of word-building compounding. In order to compound, two independent words are joined together to make one new word.

2. Try your luck at compounding. Each of the following sentences has two clue words to help you. Remember the order of the two independent words may change. How will the meaning of each sentence and the meaning of the compound word be related?

Example: The man was gentle and kind. gentleman

1. There is a game that we play where we dodge the ball.

   _____

2. What could we make that would scare the old crow away?

   _____

3. It would be fun to make a house out of an old boat.

   _____

4. The two chiefs who wanted peace smoked the pipe together.

   _____

5. What we need is a case for our books.

   _____

6. That fish looks like gold. _____

7. Saturday comes at the end of the week. _____

8. The house was built for our dog. _____

3. What sentences do you think might be related to the following compound words?

teacup	waterboy
floormop	bookstore
airplane	fireplace

4. Using any reading material that may be handy, see how quickly you can find twenty-five compound words. How would you define a compound word?

Words: Where Our Words Come From — Language V
Lesson 10
Teacher

WORDS ARE DERIVED FROM OTHER WORDS

PURPOSE: To help students see how words of our language are derived from root words.

CONTENT: This lesson contains:

1. A simple introduction to the term "derived" and three sentences to examine.

2. An exercise in categorizing root words and derived words.

3. An exercise which calls attention to different kinds of endings of derived words and the kind of words that are produced by the endings.

4. Practice exercises where students make or use derived words by:

   a. Building upon a simple root word--"play"

   b. Inflecting words with comparative endings.

   c. Adding suffixes to verbs to make nouns.

   d. Reversing the process by listing the verbs which some nouns have derived from.

   e. Data gathering chart.

BACKGROUND: Nouns, adjectives, and verbs in English have several forms which are produced by a regular process of adding endings to the root, or base, form. For instance, nouns have a plural form produced--in regular nouns--by adding s or -es to the singular form. The possessive is formed by adding 's to the singular and to plural forms that don't already end in s. (men's). And in the written form there is an apostrophe. Verbs have a past tense form, a past participle form, and a present participle form. In regular verbs the past and past participle forms are made by adding -ed to the root (call, called, have called). The -ing form is made by adding -ing to the root. Adjectives have comparative and superlative endings (tall, taller, tallest). Words which have various forms of this kind are said to be inflected and the various forms are called inflections. Many languages have many more inflections than English, and Old English has many more than Modern English. Nouns, for instance, used to have different forms for the subject, object, possessive, and object of prepositions.

There is another process of word formation called derivation. It also produces one word from another by adding either an ending or a prefix but instead of simply producing another form of the noun, or verb, it often produces a different kind of word. For instance, we make nouns out of some verbs by adding -er (paint ---> painter; write ---> writer). To others we add -ment (entertain ---> entertainment). We make adjectives out of some nouns by adding -ful (beauty ---> beautiful; hope -> hopeful). There are many endings that enable us to derive words from other words in this way. The addition of a prefix doesn't change the kind of word but changes the meaning. (happy/unhappy). The student's lesson simply introduces the notion that words can be built from other words.

POSSIBLE PROCEDURES:

1. Overhead transparencies for 1, 2, 3, 4 might help focus attention on various aspects of the exercises.

2. Allow for plenty of time to discuss the questions about roots, endings, word functions, etc. The "talking over" should be helpful in developing this word building concept.

3. At the end of this lesson there is an opportunity for you to let the students:

   a. Review the word building processes thus far discussed.

   b. Think ahead toward the concept of prefixes and suffixes.

WORDS ARE DERIVED FROM OTHER WORDS

The dog dogged my footsteps doggedly.

The painter painted the house with paint.

The trapper fell into his own trap while he was trapping with the three other trappers.

Sometimes we can get several words from just one word by adding parts on to it. Words that are built in this way are called derived words. Read the three sentences above and decide what word was changed to get the underlined words. How was it changed? Which words were derived from the word dog? paint? and trap?

1. In the years past you have probably called words like "dog", "paint", and "trap" base words or root words. Listed below are some base words and some derived words. Sort them out into the two categories.

voice	invention	inventing
invent	voiced	exciting
excite	love	voices
excitement	loved	loves
lover	loving	invented

Which category had the most words? What were some of the changes that took place in the root words in this word-building process? Your built-in knowledge helps you build one word from another. It is part of what you know about words.

2. Here are some sentences for you to study. Pay close attention to the underlined words.

a. The invention was invented by a great inventor.

b. This inventor has been inventing these inventions for many years, because he is very inventive.

c. He invents useful inventions.

From what root word were each of the underlined words derived? What kind of words are "invention", "inventor", and "inventions"? What kind of words are "invents", "inventing", and invented"?

3. Try your skill at making some derived words.

a. Using the root word "play" write the following paragraph and put in words derived from play in place of the blanks.

Now the _____ _____ for our team. He _____ first base last year and will be _____ short stop this year. He is one of our best _____.

What kinds of changes did you make in the word "play"?

b. Add the same endings to the other words that have been added to pretty. Record them on a chart like the one below:

Ex.	pretty	prettier	prettiest
	busy		
	loud		
	pale		
	clean		

What kind of words are words like those above?

You have discovered that you know how to turn one kind of word into a different kind of word by adding endings to it.

c. Add endings to the following verbs to make them into nouns.

Ex.	entertain	entertainment
	improve	
	decorate	
	develop	
	depart	
	elect	

What were the different endings you used?

d. What verb is each of the following nouns derived from?

Ex.	invitation	invite
	treatment	
	shipment	
	protection	
	approval	
	resistance	

4. To really try your word building skills, fill in a chart similar to the one suggested below. In the first column are some word endings, and you many add more. In the second column fill in words that are built by adding the endings to another word.

Word endings	Words that you can build from other words
ly	
ness	
ish	
y	

What are some other word-building processes besides the ones we have talked about thus far?

GROWING WORDS FROM ROOTS

PURPOSE: To give students an opportunity to grow words from roots.

BACKGROUND: See background information for Lessons 9 and 10.

CONTENT: This lesson continues the word on word building through compounding and adding affixes. It contains:

1. An introductory section which serves as a review of "roots," "compounds," "prefixes," and "suffixes."
2. An exercise asking students to categorize words and parts of words according to whether they are roots, compounds, prefixes, or suffixes.
3. A word-building exercise using noun endings, verb endings, and adjective endings.
4. A word-building exercise which emphasizes the meaning of prefixes.
5. An exercise concerned with the meaning of some suffixes.

POSSIBLE PROCEDURES:

1. If a large blackboard space could be used, students might list as many words as you have time for. Then see how many of their words would fit the categories suggested in exercise 1.

2. Exercise 2 will probably be one to be developed as a class. Try to put the words into sentence contexts in order to test the parts of speech.

3. Students might combine the prefix practice in Exercise 3 with a dictionary exercise.

4. There are several different kinds of suffixes on the words in Exercise 4. You may want to see if students can identify the meaning of the suffixes which do not tell "who does something." Some are more difficult than others.

Key to their meaning

cashier	Yes	The -ier can be interpreted to mean one who keeps the cash. It derives from a French word casse meaning money box.

transfer	No	The -fer suffix means "carry." (Trans means "across.")
musician	Yes	The -ian suffix can be interpreted to mean "one who makes music."
pitiful	No	-ful means full of.
youngster	Yes or No	Yes or no could be accepted. -ster is an ending meaning "one who does," or "one who is." In this case it means "one who is" young.
actor	Yes	-or is a suffix meaning "one who does something."
mountaineer	Yes	-eer is a variation of -er meaning "one who does something."
factual	No	-ual is a variation of -al, a suffix making an adjective out of a noun. It has the meaning of "pertaining to."
waitress	No	-ess means feminine. The r in waitress is what means "one who." In waiter, of course, it is "er." In waitress the e is dropped.
dentist	Yes	One meaning of -ist is "one who does something," in this case one who repairs and cares for teeth. Dent is the French word tooth.
princess	No	-ess again means feminine.

Some examples of words with suffixes meaning "full of" are beautiful, careful, hopeful. Some examples of words with suffixes meaning "without" are hopeless, careless, homeless.

SUPPLEMENTARY ACTIVITIES:

There are some very good film strips about roots and word-building. Because they often present many concepts on one film, the strips are better used as summaries, rather than introductions to the word-building processes.

GROWING WORDS FROM ROOTS

We all know what a root of a tree is. This root holds the tree together no matter how the branches and leaves grow.

We speak of the root of a word in the same manner because it serves the same purpose in language. The root carries the basic meaning of a word no matter how it has grown. A root word is a word to which parts can be added to make other words. But it can't be broken down into other words itself. It is the simplest form of a word that can stand alone. For example, crybaby isn't a root word because it can be broken into cry and baby. Cry and baby are root words. They can't be broken down but other parts can be added to them.

What are some other words you can make from cry and baby by adding parts to them?

Because you speak English you know how to put root words together to make compound words in English. You also know how to build many words from root words by adding different kinds of endings to them, or by putting something in front of the root words. You know the term "compound," and you probably know the terms "prefix" and "suffix." "Pre" comes from the Latin word "prae" meaning "before," and the word "suffix" comes from the Latin word meaning to "fasten on." How would you explain to someone else what a prefix and a suffix is?

Exercise 1

Look at the following list of words. Make a chart and divide the words in the list into different categories. Use the headings: root words, compound words, words with prefixes, words with suffixes.

unhappy	happy	violinist
illegal	import	happiness
before	violin	active
port	mass	sailboat
fisherman	discover	cover
cover-up	direct	direction
thankful	full	lady bug

Exercise 2

B. Study the suffixes that are listed below. Then make a chart of words using these suffice . Underline the root word to which the suffix was added.

Example: enjoyment

Noun Endings	Verb Endings	Adjective Endings
-ment	-fy (-ify)	-ent (-ant)
-ness	-en	-al (-ual, -ial)
-ion (-tion, -ation)	-ize	-ic
-ence (-ance)		-ible (-able)
-ty (-ity)		-ive
		-ful

B. Try your words out in sentences to test whether the endings have made nouns, verbs, or adjectives.

Exercise 3

There are not as many prefixes in English as there are suffixes, but all of them have definite meanings. Use your dictionary to find the meanings of some of the common prefixes listed below:

Example: "circum" is a prefix meaning around; in a circle

a. "de" is a prefix meaning _____.

b. "dis" is a prefix meaning _____.

c. "inter" is a prefix meaning _____.

d. "pre" is a prefix meaning _____.

e. "re" is a prefix meaning _____.

f. "sub" is a prefix meaning _____.

g. "trans" is a prefix meaning _____.

Which of the prefixes have more than one meaning? Add each of the prefixes above to a root word to form a new word.

Example: circum+navigate=circumnavigate

a.
b.
c.
d.
e.
f.
g.

Exercise 4

Suffixes also have meaning. For example, the meaning of "one who" _____ is often shown by a suffix. Ask yourself this question about each of the following words: "Does this suffix tell about someone who does something?"

yes	no
cashier	
transfer	
musician	
pitiful	
youngster	
actor	
mountaineer	
factual	
waitress	
dentist	
princess	

Try to think of words with suffixes that mean "full of." Try to think of words with suffixes that mean "without."

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Words: Dictionary
Teacher

Language V

This section of the Words unit is designed to develop an understanding of and some skill in using the dictionary. For best results it must be ada adapted to your students and your own situation. For students who already have some skill in using the dictionary it will be primarily a review and you should select only those lessons that are needed for concentrated work. But for students who know little about dictionaries, it should be taught more thoroughly.

It must also be adapted to the kinds of dictionaries that are available in your school. You should check ahead of time to be sure the lesson and the dictionaries you will be using match. If not adapt the lesson.

Since both Lesson 1 and Lesson 2 are about the relation of the personal word bank to the dictionary they could be combined. You could simply discuss the ideas found in the introductory paragraphs in Lesson 1, and in exercises 1 and 4 and then go on to Lesson 2. If you do exercise 2, note that the words at the bottom of page 1 are to be matched with those at the top of page 2. To save time you could have different students take turns looking up the words here and in exercise 3 and report to the class. Incidentally, check to be sure your students can find the words in their dictionaries. Lesson 2 could be done orally, rather than as a written exercise, as a follow up to Lesson 1.

Lesson 3 could also be an oral exercise in which you provide group practice in finding words by means of guide words. For students who have had experience with the dictionary, you could combine this lesson with Lesson 4 and have oral responses, or have students work in groups to complete the exercises.

Lesson 5 could be adapted to individual needs by using your students' own spelling errors rather than those in the lesson. If you worked with syllables in Lesson 2, "What We Know About Words," you could use Lesson 6 as a review. You may want to spend a little time on the accented syllable. Students could take turns looking up the words. (Note: In exercise 4 of this lesson, often when we change the stress on a word we also change the value of some of the vowels. Students may need oral practice in learning to hear the stress.)

Lessons 7 through 11 must be adapted to the dictionaries you have. They are meant to provide illustrations of dictionary entries, but you should be familiar with the entries and the key words to pronunciation in the dictionaries your students are using, and if possible use them. You will want to use these lessons for practice if students need it. If they already have worked with dictionaries, use them for review. If they can do the exercises go right on to the next lesson.

Lesson 12 is a review of all the concepts in this section of the unit. You could use it as a kind of test and evaluation. If students come to you skilled in dictionary use you could use it at the beginning to evaluate what they know and then select the lessons to teach on the basis of the results.

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Key to the exercises:

Lesson 1: 2. (The list at the bottom should be matched with the list at the top of the next page.)

gambol - jump	grudgeon - fish
gannet - bird	haft - handle
gavial - crocodile	handsel - gift
gimlet - tool	hanker - wish
groat - coin	haricot - bean

3. euphonium - musician; mizzenmast - sailor; astronaut - spaceman; geometry - mathematician; legislate - congressman. (Actually the last three would be used by many of us, but they are terms related to the activities of the people mentioned.)

4. Emphasize that the dictionary includes all of the word banks of all individual speakers of a language. Thus it includes many words any one of us won't know.

Lesson 2: 6. a. 1; b. 3; c. 5; d. 2; e. 4

7. The dictionary.

8. Answers will vary. Perhaps as many as 9,000.

9. The dictionary has more words. It includes information about how others use the words as well as how the individual does.

Lesson 3: No key necessary. Use for review and drill if necessary.

Lesson 4: Key included in the Suggested Procedure.

Lesson 5: Correct spellings for 1: tremendous; sincerely, all right, separate, gentle, recommend, stomach, astronauts.

Correct spellings for 2: truly, absolutely, beginning, hygiene, Caribbean, vacuum, population, living.

3. Some errors involve dropping or keeping the final e when adding an ending; some involve spelling an unstressed vowel (schwa); some involve the spelling of a suffix (-ous and -ion).

5. In discussing a plan for making corrections you might want to suggest grouping words that have similar spellings.

Lesson 6: 1. a. 3 syllables; b. 4; c. 3; d. 2; e. 4; f. 2

4. Correct accents: ge-o´gra-phy; a-rith´me-tic; en-cy-clo-pe´di-a

5. Children may have trouble hearing the change in vowels when the accents change. This takes much practice.

Lesson 7: 1 - 4. Answers will vary. You could make 4 a class project and put the key on the board if all students are using the same dictionary.

5. If you use the key reprinted in Suggested Procedures, the respellings would be: j a k; j ā l; j a m; j a n ə t ə r; j ä r; j ėr k; j ō k; j ū s; j ʊ s t ə s

6. Sounds and key words (according to key in Suggested Procedures): ā - cake; ă - fair; ä - car; ē - keep; er - sir, cur; ī - ice, pie; o - pot; ō - hope; ô - call; ú - pull, took; ü - fool, prove; ū - cute; ə - around, father, doctor, sensible, cactus.

Lesson 8: Answers will vary with the dictionaries used. You might save this lesson until some difference in pronunciation arises in class.

Lesson 9: If you use an entry from one of your class dictionaries it might differ from this, but students could learn much from the entry reprinted in the lesson:

1. moccasin
2. 3 syllables
3. mok´ə sən
4. 2 meanings
5. noun
6. Use this to motivate discussion. They could find out by looking in a large unabridged dictionary that includes etymologies.

Lesson 10: 1. a. a heavy stick of wood....
b. a playing card....

2. a. They are all concerned with the meaning of club as a stick of wood.
b. They are all related to the meaning of club as an organization of people.

3. On the basis of the entry in Suggested Procedures:
a. 13; b. a record of points.... c. blame or scold....;
d. first 8; e. 2; f. 1, 2; 6, 8, 9.

By how common the meaning is; and by similarity in meaning.

Lesson 11: Errata: The paragraph at the beginning of the student lesson should be modified. A different etymology of a word results in different entries--not just difference in meaning.

Questions in middle of page: 1. 1; 2. 2; 3. 1; 4. 2; 5. could be either 1 or 2.

Questions at bottom: 1. 3; 2. 2; 3. 1

Page 2: 1. ship; 2. sound of a dog; 3. outside of a tree

Depending on the dictionary there will probably be two entries for school.

Answers will vary.

Possibilities for other double entries: grate, grave, hay, job, lead, meet, etc.

Lesson 12: 1. accent, all, alphabetical, answer, common, dictionary, double, entries, guide, key, means, parentheses, pronounce, sounds, spell, syllable, together, use

2. Dictionary; 3. spell, pronounce, use; 4. all; 5. entries; 6. spell, syllables; 7. parentheses, pronounce; 8. means; 9. guide; 10. alphabetical; 11. A-G, H-P, Q-Z; 12. accent; 13. key; 14. sound; 15. common; 16. together; 17. double.

The lessons in this section are of varying difficulty. You should pick and choose among both the lessons and the exercises within the lessons to fit the abilities of your students. Most of the lessons should come late in the year and some should be saved for your most capable students. The big concept developed in the unit is that words come into the language in a variety of ways: borrowing, inventing, and by various processes that reuse the words and parts that are already in the language.

Lesson 1 is introductory and designed to create interest in a variety of the processes.

Lessons 2 - 4 depend on the use of dictionaries that give etymologies. Lesson 3 is the one that would appeal to the largest number of students, and except for the last part can be done without a dictionary.

Lessons 5 - 8, which illustrate several different ways we get new words, can be done even by the lower-ability students and should be interesting. You could divide your class into groups and assign one lesson to each group to do. Each group could then report on the process illustrated in the lesson they did.

Lesson 9 on compounding should be well within the ability of all and builds on the intuitive knowledge they have of the process.

Lessons 10 and 11 will challenge your more capable students. They deal with prefixes and suffixes and parts of them depend on students being able to recognize various parts of speech. You could select certain sections for all students but save the more difficult parts for your more advanced ones.

Key to exercises:

Lesson 1: Errata: "Alarm" came originally from an Italian phrase "all 'arme" but then came into English probably through the Normans. "Bettle" on page 4 should read "battle." If this lesson were to follow the history lesson about the Normans you could point out the relation.

Lesson 2: (You may want to save this lesson for your better students.)

1. In the sample entry, point out the abbreviations for the various languages.

2. Science of meaning
   Etymologist

3. Study words

4. How words are spelled and pronounced; how they are used; where they come from.

5. School[1] - ME > OE > Latin > Greek; school[2] - ME > M. Dutch

   hearth - ME > OE

   onion - ME > OF > L

   reindeer - ME > ON

   cherry - ME > NF > L > Gr

   turtle[1] - perhaps from French tortoise
   turtle[2] - ME > OE > Latin

Lesson 3: Relate this lesson to the History unit. Necessary information is in Suggested Procedure. Page 3 depends on the availability of dictionaries. You will want to have some kind of activity with the words listed.

Lesson 4: 1. Match cabbage salad with cole slaw; pastry with cruller; sled with sleigh; seed with pit; porch with stoop.

   cooky - a small sweet cake; boss - a person in charge; spook - ghost; snoop - to look about in a sneaking way; scow - large flatbottomed boat; waffle - flat cake baked in an iron which makes dents in it; dope - stupid person.

2. boucainer - buccaneer; lever - levee; voyageur - voyager; gaufre - gopher; prairie - prairie; cariole - carryall; chaudiere - chowder; bateau - boat.

   (Note: Although the French colonist used the French word bateau, our word boat is a Middle English word. They are cognates. It didn't come into English through the French in this country, but at an earlier time.)

3. Errata: (Asparagus is a Latin word derived from the Greek. The Spanish word for cockroach was cucaracha. Delete the mention of the map at the bottom of page 2. It was inadvertently left out.)

   cocoa - chocolate; large lizard - alligator; celebration - fiesta; wood louse - cockroach; jail - calaboose; little fly - mosquito.

4. See Suggested Procedures.

5. When two groups speaking different languages come together.

Lesson 5: No key necessary except for boondoggle, which originally was a word given to the braided chain Boy Scouts wore around their necks.

Lesson 6:
1. Answers will vary. The words to underline are bang, barked, clatter, pitter-patter, murmur, whispered, sizzled, crashed, snap, bonged, ding-dong.

2. Answers will vary. Possibilities are: Sounds of Animals--bowwow, moo, meow, squeak; Sounds of Machines--put-put, roar, chug-a-lug; Musical Sounds--plink, clink, boom, oompah; Other Sounds--walking-clump clump; etc.

3. They all sound somewhat like the sound that they name; echoic words.

Lesson 7:
1. Answers will vary. Possibilities are: what people do; what they look like; nationality; where they live; who their father was.

Page 2: I. occupation; II. appearance; III. nationality; IV. where one lives; V. animals; VI. son of.

1. Answers will vary.
2. Hopkinson, VI; Colt, V; Hardy, II; Holland, III; Castle, IV; Sawyer, I.
3. Possibilities are: I, Barber, Cook, Smith; II. Strong; III. English; IV. Berg, House, Hill; V. Fox; VI. Iverson, Fredrickson.

4 and 5. Answers will vary.

Lesson 8:
1. They all involve shortening in some way.
Goodbye--deleting
UNICEF--using initials
brunch--combining and deleting

2. smog; motel; twirl;
They each have a little of each word, blended together.

3. NBC; RDR; WAC; NASA; SNAFU

4. thermometer, telephone, autograph, geology

Answers will vary for the last part. Possibilities are: cranapple; tiredc'er; ostaroo or kangarich; rhinopus or octocerous; chobble or gew; histuds or smartents; mizzle or drist....

Lesson 9: Errata: Page 2 in the teacher material should be page 3 of student. You could duplicate the page or put the exercise on the board.

1. The compounds that now exist in our language are, of course, someone, bluebird, bookcase, highway, casebook, housewife. But some of the others are perfectly possible--coatover (covering with a coat of something such as paint); purplebird, and trackdeer (a deer that tracks).

2. (on page 2)
   1. dodgeball; 2. scarecrow; 3. houseboat; 4. peacepipe; 5. bookcase; 6. goldfish; 7. weekend; 8. doghouse.

   (Note: The two parts of 3, 5, and 8 can be combined in the other way to give three different words with different meanings: boathouse, casebook, housedog.)

3. Answers will vary, but the following sentences probably are implied in the meaning of the six words.
   The cup is for tea.
   The mop is for the floor.
   The plane flies in the air.
   The boy carries water.
   The store sells books.
   The place is for fire.

4. A compound word is a word made by putting together at least two other words.

Questions on what was page 2 of the teacher material:
The true compound words are railway, goldfish, nevermore, workman, waterproof, earthquake. The others are made with prefixes.

These words may become: carsick, jackinthebox; allstar; soninlaw; bellike and babysits.

Lesson 10: This lesson should be saved for the more advanced students and used after they can recognize nouns, verbs, and adjectives.

1. Base words: voice, invent, excite, loves.
   Derived words: excitement, lover, invention, voiced, loved, loving, inventing, exciting, voices, loves, invented.
   The derived words category has the most. Various endings were added.

2. The words are derived from invent. Invention, inventor, and inventions are nouns. The others are verbs.

3. Now the player plays for our team. He played first base last year and will be playing short stop this year. He is one of our best players.

   Various endings were added to play.

   b. buy, busier, busiest; loud, louder, loudest, etc.
      The words are adjectives.

   c. improvement; decoration; development; departure; election.
      -ment, -ion, -ure

   d. treat; ship; protect; approve; resist

4. Possibilities are: -ly--lovely, quietly, quickly; -ness--cleverness, happiness; -ish--childish, selfish; -y--crafty, sneaky. Other endings might be -er--baker, farmer, painter, builder; -ful--careful, beautiful, and hopeful.

Lesson 11: 1. Root words: port, happy, violin, mass, direct, full, active, cover, before.
Words with prefixes: unhappy, illegal, import, discover.
Compounds: fisherman, coverup, sailboat, ladybug.
Words with suffixes: thankful, violinist, happiness, direction.

2. (Note: In earlier times before was a compound.)

   Answers will vary. Some possibilities are:
   Words with noun endings: enchantment, contentment, happiness, prevention, action, sensation, attendance, solidity.
   Words with verb endings: classify, terrify, frighten, sterilize.
   Words with adjective endings: dependent, participant, natural, partial, ceremonial, basic, livable, constructive, careful.

3. de means undoing or removal; devalue
   dis means reverse or opposite; disuse, distrust
   inter means between or among; interstate, interact
   pre means before; prefix, prefreeze, predict
   re means again; reply, retie, renumber
   sub means under or beneath; subtract, subway
   trans means across; transportation, transfer.

4. Key to meaning is in the Suggested Procedure.